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AUTHOR	Krug, Ronald S.
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ABSTRACT

An investigation was conducted to determine whether the Parental Attitude and Behavior Inventory (PABI) Form III, a lengthy self-report instrument (577 items each for both parents) for assessing parents' attitudes and behavior toward their children and each other, could be shortened to a more feasible length. This terminal report summarizes the results of the statistical evaluation of the final scoring system for the PABI. The reliability and validity of the revised system has been demonstrated to be comparable to the original system. In addition, the cross-validity of the revised system is noted to be within acceptable limits of shrinkage. Acquiescence contributions are available for various subgroups, and, normative tables have been established. (AG)

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EVALUATION OF PARENTAL ATTITUDES AND BEHAVIOR INVENTORY

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RONALD S. KRUG, Ph.D.

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DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES

UNIVERSITY OF OKLAHOMA SCHOOL OF MEDICINE

OKLAHOMA CITY, OKLAHOMA 73104

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EVALUATION OF PARENTAL ATTITUDE AND BEHAVIOR INVENTORY

Ronald S. Krug, Ph.D.

INTRODUCTION

This terminal report summarizes the results of the statistical evaluation of the final scoring system for the Parental Attitude and Behavior Inventory (PABI) Form III.

Background - The history of attempts to develop adequate questionnaires to assess parent attitudes and behaviors has been rather discouraging (Schaefer and Bell, 1958; Becker and Krug, 1965). In the latter review of the most popular and effective parent-child inventory, the Parental Attitude Research Instrument (PARI), it was concluded that education of parents and uncontrolled response sets had strong enough influence on the PARI scores to consider a new approach to questionnaire-type assessment of parent attitudes and behaviors. The repeated failures of construct validity studies with the PARI reinforced this conclusion. Becker and Krug felt it was time to turn to specific first-person behavioral statements concerning a particular child, rather than third-person generalized attitude statements. It was felt a questionnaire should be derived with established relations to more direct assessment of parent behavior, and the effects of possible response sets and background variables (parents' age, education, socio-economic status, etc.) known, controlled or correctable. Also, it was believed the relations to assessments of parent behavior derived by more intensive methods should be demonstrable.

The Parental Attitude and Behavior Inventory (PABI), Form II, is the result of approximately ten years of effort to develop a self-report procedure to facilitate parents reporting how they interact with their children and each other. While many of the areas of inquiry covered by the PABI obviously overlap those which are included in an intensive interview evaluation, the PABI offers the advantage of an efficient, economical, standardized evaluation which can be compared against "norms" of behavior and eliminates the bias of an interviewer's theoretical or educational predisposition.

The developmental studies with the PABI have demonstrated its usefulness in assessing dimensions of parent-childrearing attitudes and behaviors in "normal" samples, clinic camples, various specific clinical disorders, selected socio-economic groups and in comparison to other more intensive interpersonal assessment techniques.[1]

In summary of the developmental steps, an initial 1000-item pool of questions was collected and "armchair" scoring procedues hypothesized. All items were administered to a group of "normal" parents from Champaign, Illinois, and responses scored according to the hypothesized scales. These scales were then intercorrelated and factor analyzed. Related scales were combined and all 1000 items correlated with these scales to detect good items not included before and delete items of no value. After this item analysis was completed, item characteristics considered and ineffective questions discarded, a second new sample from throughout Illinois was administered the PABI, Form II. Item characteristics were again examined, scales correlated with one another and factor analyzed. Construct validity studies were carried out to determine the PABI's usefulness in various

samples of subjects and in comparison to other more intensive assessment techniques.

It was obvious at this point that the PABI was too lengthy for general use as a broad band evaluation instrument. The decision at this point was to eliminate items which were of limited value, and to discard scales which demonstrated little validity when correlated with independent criteria of child behavior. As a result of these latter multiple analyses, non-effective scales and extraneous items were deleted, resulting in the final PABI, Form III. This reduction in the number of score scales and extraneous items has reduced the size of the questionnaire from 577 items for mothers to 319 items; and, from 557 items for fathers to 322 items. In actuality, only three scales of mother's questionnaire and two scales of father's questionnaire were changed. Other scales which were retained remained identical. Table 1 lists the final scales retained in both mother's and father's questionnaires.

Insert Table I About Here

Specific Aims - The present investigation was designed to evaluate four distinct statistical problems.

1. The reliability of the final scoring system as compared with the previous scoring system.
2. The validity of the final scoring system as compared with the previous scoring system.
3. The acquiescence contribution to each scale.
4. The normative data for various child age levels, and sex of parent and child.

METHOD

Data for this study had been collected previously. The data consisted of parents' responses to the PABI, Form II, (separate responses for mothers and fathers) and rated social behavior of the children of these parents. The latter data were obtained from the mother, father, and teacher of each child. The total number of cases consisted of 628 children from different families. All scale scores from both the previous and present scoring system were intercorrelated. This analysis gave information regarding the relation between homologous scales in the two scoring systems. It also yielded comparative information regarding interscale correlations within the two scoring systems.

Reliability - All scale scores, from both the previous and present scoring system, were intercorrelated. This analysis gave information regarding the relation between homologous scales in the two scoring systems. It also yielded comparative information regarding interscale correlations within the two scoring systems.

Validity - To examine the relative predictive validity of the two scoring systems, the following data analysis was performed.

A. The total N of 628 cases were separated on a random basis into two groups (N=314 each). For Group 1, correlations between both the old and new scoring system and their criterion data were calculated. Correlations with the criterion data for homologous scales from the two systems were examined for significance. This provided information about relative predictive efficiency of the two scoring systems.

B. For Group II, only correlations between the new scoring system and the criterion scores were determined. These data compared to the similar data obtained from Group I were examined for significance. This provided information about the shrinkage of prediction co-efficients from one sample to another.

Acquiescence Contribution - After the above steps were completed to provide information regarding reliability and validity, the two groups were recombined and reformed into 12 subsets of data according to the following diagram.

	BOYS			GIRLS		
GRADE OF CHILD	0-2	3-4	5-8	0-2	3-4	5-8
MOTHERS	I	II	III	VII	VIII	IX
FATHERS	IV	V	VI	X	XI	XII

Intercorrelations among the revised scales (including an acquiescence scale) for each subset were determined in order to establish the relationship of acquiescence to each set of data.

Normative Data - T-score tables (X=50; SD=10) were constructed for conversion of raw scores to a standardized presentation format, for each of the 12 subgroups given in the above section. The following formula was applied.

$$T = 50 + \frac{10\ [\text{raw score} - \bar{x}]}{\text{standard deviation}}$$

RESULTS

Reliability - Table 2 lists the correlations between the two scales of the fathers' data which were revised (Permissive and Acquiescence) and the

other fathers' scales retained.

Insert Table 2 About Here

It also gives the correlations between the revised scales and the scales from which they were derived. Since few scales changed their number of items, and the correlations between old and new scales were so high, homogeniety coefficients were not calculated.

Table 3 lists similar data for the three scales of the mothers' data which were revised (Warmth, Permissive, and Acquiescence).

Insert Table 3 About Here

Validity - Table 4 lists the differences in correlations between original scales and revised scales with the rated social behavior of the children

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Insert Table 4 About Here

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for both the mothers' and fathers' data. Differences between these two sets of correlations reflect differences in predictive validity between the old and revised scales.

Table 5 lists the differences between correlations of the revised scales with rated child behavior and similar data derived from the 314 Ss not included in the validity study above. These data reflect the

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Insert Table 5 About Here

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amount of shrinkage of the validity coefficients from one sample to another.

Acquiencence Contribution - Table 6 lists the correlations between Acquiescence and other scales retained. This table is separated by Parent, sex of child, and grade group of child.

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Insert Table 6 About Here

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Columns 1 and 8 of this table contain the correlations between the revised Acquiescence scale and all other scales, with the data combined over age and sex of child.

Normative Date - Due to the magnitude of data generated by the T-score conversion of the scales under each of the conditions set forth in the methodology section above; tables for conversion from raw scores to T-score format (mean = 50; standard deviation = 10) are given in Appendix A.

DISCUSSION

Reliability - Examination of Tables 2 and 3 shows a very high correlation between original and revised scales for both Fathers and Mothers data. Further, the comparison of the correlations between other scored scales and the original versus the revised scales demonstrate virtually no changes in the interrelationships. That is, the revised scales have retained the same relationship to other scored scales as did the original scales from which they were derived.

It is apparent from these analyses that the revised scoring system is essentially unchanged by the deletion of select items from their scoring system.

Validity - The object of this analysis was first to determine if the revised scales predicted criterion behavior in children similarly; and, second, to establish the amount of shrinkage from one sample of data to another.

Table 4 lists the differences in correlations between original and revises scales with assessments of children's social behavior as rated by Fathers, Mothers, and Teachers. Due to the size of the sample (N-314) relatively small differences are statistically significant. However, in terms of practical usage, a difference of .34 (accounting for 10% of the common variance) was considered significant. Obviously from Table 4, no practical differences were noted. Apparently the revised scoring systems are equally as good as the original systems in predicting criterion behaviors.

The question of shrinkage in predictive power from one sample to another is addressed by data in Table 5. The second sample (N-314) to which the revised scoring system was applied is comparable to the first sample in demographic variables. As noted in the method section, both samples were derived from the original 628 cases, but randomly separated into two groups of N=314 each. While validity coefficients did change from one sample to another, again looking at differences between the two sets of coefficients the previously stated criterion of 10% common variance is not attained by any of these differences.

From these two different sets of data, it is suggested that the predictive validity between the original and revised scoring systems is not significantly different; and, the shrinkage from one sample to another with the revised scoring systems is not appreciable in a practical sense.

Acquiescence - Table 6 is divided into subgroups by parent--sex of child, and school grade of the child. Also, there are data for acquiescence contribution to the scales separated only by parent, collapsed over school grade and sex of child. Examination of Table 6 demonstrates that for some scales, the correlation with acquiescence is significant. Looking at these data, in almost all instances, if a correlation between acquiescence and a scale reached practical significance (.34) in one of the subgroupings by sex and school grade of child, the correlation was also significant and of similar magnitude in the combined parent group (collapsed over sex and school grade of child).

While the original plans were to establish some manner of removing the acquiescence contribution from various scales, two difficulties have been encountered. First, theoretically there is controversy as to the desirability of doing this since by virtue of the existance of the correlation, there is implication that acquiescence is an indigenous part of the trait being assessed and should not be statistically removed. On the other hand, some authors state it should be controlled; however, it is suggested rather pointedly that no acceptable method for effecting this has been developed.

With these points in mind the data on the acquiescence contribution are presented so that the users of this inventory are aware of the existence of the relationships between acquiescence and the various scored scales. Also, if in the future acceptable methods for control are established, the data are available for appropriate control.

Normative Data - Appendix A lists T-score conversion tables for various subgroupings of Parent, sex of child, and school group of child, as well as data collapsed over sex and school group of child, but separated by Parent.

These data show that differences in scores do occur as a function of various subgroupings of the data. The user should be aware of these differences and be cautioned to take advantage of the appropriate group to which his particular subject belongs.

SUMMARY

The reliability and validity of the revised scoring system has been demonstrated to be comparable to the original system. In addition, the cross-validity of the revised system is noted to be within acceptable limits of shrinkage. Acquiescence contribution are available for various subgroups, and, normative tables have been established.

FOOTNOTES

1. These studies are being combined into appendices for the manual of the PABI.

TABLE I

SCALES RETAINED IN MOTHER'S AND FATHER'S QUESTIONNAIRES

ABBREVIATION	MOTHER'S SCALES	FATHER'S SCALES
WARM	Warmth*	Warmth
IPAR	Interparental Attitudes	Interparental Attitudes
POWA	Power Assertion	Power Assertion
RATL	Rational Approach to Discipline	Rational Approach to Discipline
PERM	Permissive (Behavior)*	Permissive (Behavior)*
ACQU	Acquiescence*	Acquiescence*
AGEN	Aggression Encouraging	Aggression Encouraging
ISOL	Use of Isolation	Use of Isolation
DEPR	Deprivation of Privileges	Deprivation of Privileges
REWD	Use of Rewards	Use of Rewards
VISF	Visible Suffering	Visible Suffering
DMAF	Demonstrative Affection	Demonstrative Affection
FAPT	(Not Scored for Mothers)	Father Participation in Child Care

* Indicates scales whose item content was altered. Other scales were not altered.

TABLE 2

CORRELATIONS BETWEEN ORIGINAL AND REVISED FATHERS' SCALES

WITH OTHER RETAINED SCALES*

	PERMISSIVE		ACQUIESCENCE	
	Original	Revised	Original	Revised
WARM	12	12	- 05	- 03
IPAR	- 10	- 11	- 06	- 06
POWA	- 53	- 54	26	24
RATL	- 08	- 08	47	49
AGEN	18	17	02	- 02
ISOL	- 17	- 17	11	08
DEPR	- 45	- 45	18	16
REWD	- 08	- 08	12	10
VISF	- 41	- 41	42	42
DMAF	- 01	- 02	- 04	- 06
FAPT	- 02	- 02	- 02	- 01
ACQU (Original)	- 26	- 25	1.00	97
ACQU (Revised)	- 26	- 25	97	1.00
PERM (Original	1.00	99	- 26	- 26
PERM (Revised)	99	1.00	- 25	- 26

* Decimals removed.

TABLE 3

CORRELATIONS BETWEEN ORIGINAL AND REVISED MOTHERS' SCALES

WITH OTHER RETAINED SCALES*

	WARMTH		PERMISSIVE		ACQUIESCENCE	
	Original	Revised	Original	Revised	Original	Revised
IPAR	30	29	-08	-08	06	08
POWA	-49	-49	-49	-50	34	32
RATL	21	21	-12	-12	47	49
AGEN	-15	-15	16	15	02	02
ISOL	-31	-32	-06	-06	-03	-03
DEPR	-15	-16	-34	-34	11	12
REWD	-14	-13	-06	-06	16	16
VISF	-31	-31	-41	-42	40	40
DMAF	28	27	03	02	07	08
WARM (Original)	1.00	99	06	07	-13	-10
WARM (Revised)	99	1.00	07	07	-12	-09
PERM (Original)	06	07	1.00	99	-26	-25
PERM (Revised)	07	07	99	1.00	-26	-25
ACQU (Original)	-13	-12	-26	-26	1.00	99
ACQU (Revised)	-10	-09	-25	-25	99	1.00

*Decimals removed.

TABLE 4

DIFFERENCES BETWEEN ORIGINAL AND REVISED SCALE CORRELATIONS

WITH RATED SOCIAL BEHAVIOR OF CHILD*

(Original Subtracted From Revised)

	FATHER		MOTHER		
	Permissive	Acquiescence	Warmth	Permissive	Acquiescence
Mothers' Rating Child					
Introversion	01	-03	-01	00	00
Emotional Stability	00	01	01	-01	01
Calm-Compliant	00	01	01	-01	01
Submissive	00	02	00	00	-01
Withdrawn	00	-04	00	-01	-01
Distrusting	01	-02	00	-01	01
Defiant-Hostile	00	00	01	01	02
Fathers' Rating Child					
Introversion	00	04	-01	00	00
Emotional Stability	-01	-01	01	-01	01
Calm-Compliant	00	00	02	00	01
Submissive	-01	03	-01	00	00
Withdrawn	01	-03	00	00	00
Distrusting	-01	00	00	00	01
Defiant-Hostile	01	00	00	00	01
Teachers' Rating Child					
Introversion	-01	04	00	-01	00
Emotional Stability	00	01	-01	02	-01
Calm-Compliant	00	00	00	00	-01
Submissive	01	04	00	01	00
Withdrawn	-01	04	-01	-01	00
Distrusting	-01	03	00	-01	00
Defiant-Hostile	00	-01	-01	00	00

*Decimals Removed

TABLE 5

DIFFERENCES BETWEEN REVISED SCALE VALIDATION CORRELATIONS AND CROSS VALIDATION CORRELATIONS WITH RATED SOCIAL BEHAVIOR OF CHILD (Validation Subtracted From Cross Validation)*

	FATHER		MOTHER		
	Permissive	Acquiescence	Warmth	Permissive	Acquiescence
Mothers' Rating Child					
Introversion	00	-01	-02	-07	09
Emotional Stability	16	08	-11	10	-14
Calm-Compliant	13	-08	-17	07	-10
Submissive	06	-03	00	-06	-02
Withdrawn	-03	04	-03	-06	12
Distrusting	-07	03	-04	-06	15
Defiant-Hostile	-16	07	05	-09	15
Fathers' Rating Child					
Introversion	02	-05	-24	-06	08
Emotional Stability	07	01	10	04	-10
Calm-Compliant	04	-01	00	-03	-16
Submissive	12	-11	-16	-02	05
Withdrawn	-07	01	-25	-09	09
Distrusting	06	00	-16	-05	-01
Defiant-Hostile	-08	02	-14	-06	-04
Teachers' Rating Child					
Introversion	04	-17	-06	00	04
Emotional Stability	06	08	13	03	-04
Calm-Compliant	02	08	02	-01	-08
Submissive	03	-16	00	-01	00
Withdrawn	04	-18	-08	-01	06
Distrusting	00	-16	-16	-03	00
Defiant-Hostile	-10	-02	-16	-08	01

*Decimals removed. Negative score indicates shrinkage.

TABLE 6

CORRELATIONS OF ACQUIESCIENCE WITH OTHER RETAINED SCALES*

	FATHER							MOTHER						
		BOYS			GIRLS				BOYS			GIRLS		
	Sex and Age of Child combined.	Grades 0-2	Grades 3-4	Grades 5-8	Grades 0-2	Grades 3-4	Grades 5-8	Sex and Age of Child combined.	Grades 0-2	Grades 3-4	Grades 5-8	Grades 0-2	Grades 3-4	Grades 5-8
WARM	01	- 03	- 03	11	00	04	- 03	- 12	- 18	- 19	14	- 14	- 17	- 19
IPAR	- 04	- 04	- 03	- 01	01	- 05	- 11	02	13	- 02	10	- 07	- 07	02
POWA	26	20	09	28	44	29	29	31	39	23	28	30	30	33
RATL	52	50	57	65	47	50	40	50	52	45	60	48	47	51
PERM	- 30	- 26	- 22	- 30	- 44	- 39	- 19	- 24	- 18	- 23	- 31	- 26	- 25	- 25
AGEN	- 07	- 01	- 09	01	- 16	01	- 28	02	- 04	15	11	- 17	- 01	00
ISOL	09	- 11	14	07	31	11	02	- 02	04	- 18	- 10	- 01	07	02
PEPR	19	21	07	09	54	21	05	17	21	16	11	10	15	20
REWD	13	00	- 09	15	27	12	25	15	13	09	25	27	- 03	18
VISF	44	49	49	31	56	38	45	40	44	44	27	59	27	41
DMAF	- 03	02	- 10	01	09	- 01	- 09	04	03	- 01	33	01	08	- 14
FAPT	- 02	- 10	14	- 04	19	- 11	- 17							
N OF SAMPLE	624	113	110	93	95	109	104	624	113	110	93	95	109	104

* DECIMALS REMOVED.

Appendix A

T-Score conversion tables for each scale scored.

WARMTH

T - Scores

	FATHER							MOTHER						
	Combined over Grade & Sex	BOY			GIRL			Combined over Grade & Sex	BOY			GIRL		
Raw Score		Grade 0-2	3-4	5-8	Level K-2	3-4	5-8		Grade 0-2	3-4	5-8	Level K-2	3-4	5-8
1	6	4	8	11	-0	9	5	14	16	12	14	18	13	9
2	7	5	9	12	0	10	7	15	17	13	15	19	14	10
3	8	6	10	13	1	11	8	16	18	14	16	20	15	11
4	10	8	11	14	2	12	9	17	19	15	17	20	16	12
5	11	9	12	15	4	13	10	18	20	16	18	21	17	13
6	12	10	13	16	5	14	11	19	21	17	19	22	18	14
7	13	11	14	17	6	15	12	20	22	18	20	23	19	15
8	14	12	15	18	8	16	13	21	23	19	21	24	20	16
9	15	13	16	19	9	17	14	22	24	20	22	25	21	17
10	16	14	18	20	10	18	15	23	25	21	23	26	22	19
11	17	16	19	21	11	19	17	24	26	22	24	27	23	20
12	18	17	20	22	13	20	18	25	27	23	25	28	24	21
13	19	18	21	23	14	21	19	26	28	24	26	29	25	22
14	21	19	22	24	15	22	20	27	29	25	27	30	26	23
15	22	20	23	25	16	23	21	28	30	26	28	31	27	24
16	23	21	24	26	18	24	22	29	31	27	29	32	28	25
17	24	23	25	27	19	25	23	30	32	28	30	33	29	26
18	25	24	26	28	20	26	24	31	33	29	31	33	30	27

19	26	25	27	29	22	27	26	32	34	30	32	34	31	28
20	27	26	28	30	23	28	27	33	35	31	33	35	32	29
21	28	27	29	31	24	29	28	34	36	32	34	36	33	30
22	29	28	30	32	25	30	29	35	37	33	35	37	34	31
23	30	30	32	33	27	31	30	36	38	33	36	38	35	32
24	32	31	33	34	28	32	31	37	39	34	37	39	36	33
25	33	32	34	35	29	33	32	38	40	35	38	40	37	34
26	34	33	35	36	30	34	33	39	41	36	39	41	38	35
27	35	34	36	37	32	35	35	40	42	37	40	42	39	36
28	36	35	37	38	33	36	36	40	43	38	41	43	40	37
29	37	36	38	39	34	37	37	41	44	39	42	44	41	38
30	38	38	39	40	36	38	38	42	45	40	43	45	42	39
31	39	39	40	41	37	39	39	43	46	41	44	46	43	41
32	40	40	41	42	38	40	40	44	47	42	45	46	43	42
33	41	41	42	43	39	41	41	45	48	43	46	47	44	43
34	43	42	43	44	41	43	42	46	49	44	47	48	45	44
35	44	43	44	45	42	44	44	47	50	45	58	49	46	45
36	45	45	45	46	43	45	45	58	51	46	49	51	47	46
37	46	46	47	47	44	46	46	49	52	47	50	51	48	47
38	47	47	48	48	46	47	47	50	53	48	51	52	49	48
39	48	48	49	49	47	48	48	51	54	49	52	53	50	49
40	49	49	50	50	48	49	49	52	55	50	53	54	51	50

41	50	50	51	50	50	50	50	53	56	51	54	55	52	51
42	51	52	52	51	51	51	51	54	57	52	55	56	53	52
43	52	53	53	52	52	52	52	55	58	53	56	67	54	53
44	53	54	54	53	53	53	54	56	59	54	57	58	55	54
45	55	55	55	54	55	54	55	57	60	55	58	59	56	55
46	56	56	56	55	56	55	56	58	61	56	59	59	57	56
47	57	57	57	56	57	56	57	59	62	57	60	60	58	57
48	58	58	58	57	58	57	58	60	63	58	61	61	59	58
49	59	60	59	58	60	58	59	61	64	59	62	62	60	59
50	60	61	61	59	61	59	60	62	65	60	63	63	61	60
51	61	62	60	60	62	60	61	63	66	61	64	64	62	62
52	62	63	63	61	64	61	63	64	67	62	65	65	63	63
53	63	64	64	62	65	62	64	65	68	63	66	66	64	64
54	64	65	65	63	66	63	65	66	69	64	66	67	65	65
55	66	67	66	64	67	64	66	67	69	65	67	68	66	66
56	67	68	67	65	69	65	67	68	70	66	68	69	67	67
57	68	69	68	66	70	66	68	69	71	67	69	70	68	68
58	69	70	69	67	71	67	69	70	72	68	70	71	69	69
59	70	71	70	68	72	68	70	71	73	69	71	72	70	70
60	71	72	71	69	74	69	72	72	74	70	72	72	71	71
61	72	74	72	70	75	70	73	73	75	71	73	73	72	72
62	73	75	73	71	76	71	74	74	76	72	74	74	73	73

63	74	76	75	72	78	72	75	74	77	73	75	75	74	74
64	75	77	76	73	79	73	76							

INTERPARENTAL ATTITUDE

T - Scores

Raw Score	FATHER							MOTHER						
	Combined over Grade & Sex	BOY Grade 0-2	BOY Grade 3-4	BOY Grade 5-8	GIRL Level K-2	GIRL Level 3-4	GIRL Level 5-8	Combined over Grade & Sex	BOY Grade 0-2	BOY Grade 3-4	BOY Grade 5-8	GIRL Level K-2	GIRL Level 3-4	GIRL Level 5-8
1	6	7	8	4	8	2	10	10	12	11	12	10	5	11
2	8	9	9	6	9	4	11	12	13	12	14	11	7	12
3	10	10	11	8	11	6	13	13	15	14	15	13	8	14
4	11	12	12	9	12	7	14	14	16	15	16	14	10	15
5	13	13	14	11	14	9	16	16	17	16	18	16	11	16
6	14	15	15	13	15	11	17	17	19	18	19	17	13	18
7	16	16	17	14	17	12	19	19	20	19	20	19	14	19
8	18	18	18	16	19	14	20	20	21	20	22	20	16	20
9	19	20	20	18	20	16	22	21	23	22	23	21	17	22
10	21	21	21	19	22	17	23	23	24	23	24	23	19	23
11	22	23	23	21	23	19	25	24	25	24	26	24	20	25
12	24	24	25	23	25	21	26	26	27	26	27	26	22	26
13	26	26	26	24	26	22	27	27	28	27	28	27	23	27
14	27	27	28	26	28	24	29	28	29	29	30	29	25	29
15	29	29	29	28	30	26	30	30	31	30	31	30	26	30
16	30	31	31	29	31	27	32	31	32	31	32	31	28	31
17	32	32	32	31	33	29	33	32	33	33	34	33	29	33
18	33	34	34	33	34	31	35	34	35	34	35	34	31	34

19	35	35	35	35	36	33	36	35	36	35	36	36	32	36
20	37	37	37	36	38	34	38	37	37	37	38	37	34	37
21	38	38	38	38	39	36	39	38	39	38	39	39	25	38
22	40	40	40	40	41	38	41	39	40	39	40	40	37	40
23	41	42	41	41	42	39	42	41	41	41	42	41	38	41
24	43	43	43	43	44	41	44	42	43	42	43	43	40	43
25	45	45	45	45	45	43	45	44	44	43	44	44	41	44
26	46	46	46	46	47	44	47	45	45	45	46	46	43	45
27	48	48	48	48	49	46	48	46	47	46	47	47	44	47
28	49	49	49	50	50	48	50	48	48	48	48	49	46	48
29	51	51	51	51	52	49	51	49	50	49	50	50	47	49
30	52	52	52	53	53	51	53	50	51	50	51	51	48	51
31	54	53	53	55	55	53	54	52	52	52	52	53	50	52
32	56	56	55	56	56	54	56	53	54	53	54	54	51	54
33	57	57	57	58	58	56	57	55	55	54	55	56	53	55
34	59	59	58	60	60	58	59	56	56	56	56	57	54	56
35	60	60	60	62	61	59	61	57	58	57	58	59	56	58
36	62	62	62	63	63	61	62	59	59	58	59	60	57	59
37	64	63	64	65	64	63	64	60	60	60	61	61	59	60
38	65	65	65	67	66	65	65	62	62	61	62	63	60	62
39	67	67	66	68	67	66	66	63	63	62	63	64	62	63
40	68	68	68	70	69	68	68	64	64	64	65	66	63	65

41	70	70	69	72	71	70	69	66	66	65	66	67	65	66
42								67	67	66	67	69	66	67

POWER ASSERTION

T - Scores

Raw Score	FATHER							MOTHER						
	Combined over Grade & Sex	BOY Grade 0-2	BOY Grade 3-4	BOY Grade 5-8	GIRL Level K-2	GIRL Level 3-4	GIRL Level 5-8	Combined over Grade & Sex	BOY Grade 0-2	BOY Grade 3-4	BOY Grade 5-8	GIRL Level K-2	GIRL Level 3-4	GIRL Level 5-8
1	27	23	26	24	27	30	38	26	26	25	27	26	26	28
2	29	25	28	26	29	32	30	28	28	27	29	28	28	30
3	31	27	30	28	31	34	32	30	30	29	30	30	30	32
4	33	29	32	31	33	35	34	32	31	31	32	32	32	34
5	35	31	35	33	34	37	36	34	33	33	34	33	34	36
6	36	33	37	35	36	39	38	36	35	35	36	35	36	38
7	38	35	39	37	38	41	40	38	37	37	38	37	38	39
8	40	37	41	39	40	43	42	39	38	38	40	39	40	41
9	42	39	43	41	42	45	53	41	40	40	42	41	42	43
10	44	41	45	43	44	46	45	43	42	42	43	43	44	45
11	46	43	47	45	46	48	47	45	43	44	45	45	46	47
12	48	46	49	47	48	50	49	47	45	46	47	46	48	49
13	50	48	51	49	50	52	51	49	47	48	49	48	50	51
14	52	50	53	52	52	54	53	51	48	50	51	50	51	52
15	54	52	55	54	54	56	55	52	50	52	53	52	53	54
16	56	54	57	56	56	57	57	54	52	54	55	54	55	56
17	58	56	59	58	58	59	59	56	54	56	56	56	57	58
18	60	58	61	60	59	61	61	58	55	58	58	57	59	60

19	62	60	63	62	61	63	63	60	57	60	60	59	61	62
20	64	62	65	64	63	65	64	62	59	62	62	61	63	64
21	66	64	67	66	65	67	66	63	60	64	64	63	65	65
22	68	66	70	68	67	68	68	65	62	66	66	65	67	67
23	70	68	72	70	69	70	70	67	64	68	68	67	69	69
24	72	70	74	73	71	72	72	69	65	70	69	69	71	71
25	74	72	76	75	73	74	74	71	67	72	71	70	73	73
26	76	74	78	77	75	76	76	73	69	74	73	72	75	75
27	78	76	80	79	77	78	78	75	71	76	75	74	77	77
28	80	78	82	81	79	79	80	76	72	78	77	76	79	78
29	82	80	84	83	81	81	82	78	74	80	79	78	81	80
30	84	82	86	85	83	83	84	80	76	82	81	80	83	82
31								82	77	84	82	82	85	84
32								84	79	86	84	83	87	86
33								86	81	88	86	85	89	88
34								88	82	90	88	87	91	90

RATIONAL APPROACH TO DISCIPLINE

T - Scores

	FATHER							MOTHER						
	Combined over Grade & Sex	BOY			GIRL			Combined over Grade & Sex	BOY			GIRL		
Raw Score		Grade 0-2	3-4	5-8	Level K-2	3-4	5-8		Grade 0-2	3-4	5-8	Level K-2	3-4	5-8
1	5	0	10	-2	5	6	4	-4	-8	-7	-0	1	-7	-3
2	7	3	13	0	8	8	7	-1	-5	-4	2	3	-4	-0
3	10	6	15	3	11	11	10	1	-2	-1	4	6	-1	2
4	13	8	17	6	14	14	12	4	0	1	7	8	1	5
5	15	11	20	9	17	16	15	6	3	4	10	11	4	7
6	18	14	22	12	19	19	18	9	6	7	12	13	7	10
7	21	17	25	15	22	21	20	12	9	10	15	16	9	13
8	23	20	27	18	25	24	23	15	12	13	17	19	12	16
9	26	23	30	21	28	27	26	18	15	16	20	21	15	18
10	29	26	32	24	31	29	28	20	18	19	23	24	18	21
11	32	29	35	27	33	32	31	23	21	21	25	26	21	24
12	34	31	37	30	36	35	34	26	24	24	28	29	24	27
13	37	34	40	33	39	37	37	29	27	27	31	31	27	29
14	40	37	42	36	42	40	39	31	30	30	33	34	30	32
15	42	40	45	40	45	42	42	34	33	33	36	36	33	35
16	45	43	47	43	47	45	45	37	36	36	39	39	36	38
17	48	46	50	46	50	48	47	40	39	39	41	42	38	40
18	50	49	52	49	53	50	50	43	42	42	44	44	41	43

19	53	52	54	52	56	53	53	45	45	45	47	47	44	46
20	56	55	57	55	58	56	56	48	48	48	49	49	47	49
21	59	57	59	58	61	58	58	51	51	51	52	52	50	51
22	61	60	62	61	64	61	61	54	54	54	54	54	53	54
23	64	63	64	64	67	63	64	57	57	56	57	57	56	57
24	67	66	67	67	70	66	66	59	60	59	60	60	59	60
25	69	69	69	70	72	69	69	62	63	62	62	62	62	62
26								65	66	65	65	65	64	65
27								68	69	68	68	67	67	68

PERMISSIVE

T - Scores

Raw Score	FATHER							MOTHER						
	Combined over Grade & Sex	BOY Grade 0-2	BOY Grade 3-4	BOY Grade 5-8	GIRL Level K-2	GIRL Level 3-4	GIRL Level 5-8	Combined over Grade & Sex	BOY Grade 0-2	BOY Grade 3-4	BOY Grade 5-8	GIRL Level K-2	GIRL Level 3-4	GIRL Level 5-8
1	25	25	25	25	27	24	25	22	22	21	24	19	22	24
2	27	27	27	26	29	25	26	23	23	23	25	21	23	25
3	28	28	28	28	30	27	28	25	25	24	26	22	25	27
4	29	29	29	29	31	28	29	26	26	25	27	24	26	28
5	31	31	31	31	32	29	30	27	27	27	29	25	27	29
6	32	32	32	32	34	31	32	29	29	28	30	27	29	31
7	33	34	33	33	35	32	33	30	30	30	31	28	30	32
8	35	35	35	35	36	33	34	32	32	31	32	30	31	33
9	36	36	36	36	37	35	36	33	33	32	33	3;	33	35
10	37	38	37	38	38	36	37	34	34	34	35	33	34	36
11	39	39	39	39	40	38	38	36	36	35	36	34	36	37
12	40	40	40	40	41	39	40	37	37	37	37	36	37	39
13	41	42	41	42	42	40	41	38	38	38	38	37	38	40
14	43	43	43	43	43	42	42	40	40	39	40	38	40	41
15	44	45	44	45	45	43	43	41	41	41	41	40	41	43
16	45	46	45	46	46	45	45	42	42	42	42	41	42	44
17	47	47	47	47	47	46	46	44	44	44	43	43	44	45
18	48	49	48	49	48	47	47	45	45	45	45	44	45	46

Permissive - Page 2

19	49	50	49	50	49	49	49	47	47	47	46	46	47	48
20	51	51	51	52	51	50	50	48	48	48	47	47	48	49
21	52	53	52	53	52	51	51	49	49	49	48	49	49	50
22	53	54	53	54	53	53	53	51	51	51	50	50	51	52
23	55	55	55	56	54	54	54	52	52	52	51	52	52	53
24	56	57	56	57	56	56	55	53	53	54	52	53	53	54
25	57	58	57	59	57	57	57	55	55	55	53	55	55	56
26	59	60	59	60	58	58	58	56	56	56	55	56	56	57
27	60	61	60	61	59	60	59	57	57	58	56	57	58	58
28	61	62	61	63	60	61	60	59	59	59	57	59	59	61
29	63	64	63	64	62	62	62	60	60	61	58	60	60	61
30	64	65	64	66	63	64	63	62	61	62	60	62	62	62
31	65	66	65	67	64	65	64	63	636	63	61	63	63	64
32	67	68	67	68	65	67	66	64	64	65	62	65	64	65
33	68	69	68	70	67	68	67	66	66	66	63	66	66	66
34	69	71	69	71	68	69	68	67	67	68	65	68	67	68
35	71	72	71	73	69	71	70	68	68	69	66	69	69	69
36	72	73	72	74	70	72	71	70	70	71	67	71	70	70
37	73	75	73	75	72	73	72	71	71	72	68	72	71	72
38	75	76	75	77	73	75	74	72	72	73	70	74	73	73
39	76	77	76	78	74	76	75	74	74	75	71	75	74	74
40	77	79	77	80	75	78	76	75	75	76	72	76	75	75

41	79	80	79	81	76	79	77	77	76	78	73	78	77	77
42	80	81	80	82	78	80	79	78	78	79	75	79	78	78
43	81	83	82	84	79	82	80	79	79	80	76	81	80	79
44	83	84	83	85	80	83	81	81	81	82	77	82	81	81
45	84	86	84	87	81	84	83	82	82	83	78	84	82	82
46	85	87	86	88	83	86	84	83	83	85	80	85	84	83
47	87	88	87	89	84	87	85	85	85	86	81	87	85	85
48	88	90	88	91	85	89	87	86	86	87	82	88	86	86
49	89	91	90	92	86	90	88	87	87	89	83	90	88	87
50	91	92	91	94	87	91	89	89	89	90	85	91	89	89
51	92	94	92	95	89	93	91	90	90	92	86	93	91	90
								91	91	93	87	94	92	91

AGGRESSION ENCOURAGING

T-SCORES

	FATHER							MOTHER						
RAW SCORE	COMBINED OVER GRADE & SEX	BOY GRADE 0-2	BOY GRADE 3-4	BOY GRADE 5-8	GIRL LEVEL K-2	GIRL LEVEL 3-4	GIRL LEVEL 5-8	COMBINED OVER GRADE & SEX	BOY GRADE 0-2	BOY GRADE 3-4	BOY GRADE 5-8	GIRL LEVEL K-2	GIRL LEVEL 3-4	GIRL LEVEL 5-8
1	26	24	25	25	28	26	28	25	23	25	24	27	27	24
2	30	28	29	29	32	31	32	30	28	29	28	31	32	30
3	34	32	33	33	36	35	36	35	33	34	33	36	37	35
4	38	36	38	37	40	39	40	39	38	39	38	41	42	40
5	42	40	42	41	44	44	44	44	42	43	43	45	46	45
6	46	44	46	45	48	48	47	49	47	48	48	50	51	51
7	50	48	50	49	51	52	51	54	52	52	52	54	56	56
8	54	52	54	53	55	57	55	59	57	57	57	59	61	61
9	58	56	58	57	59	61	59	63	62	61	62	64	66	66
10	62	60	62	61	63	65	63	68	66	66	67	68	71	72
11	66	64	66	65	67	69	67	73	71	71	71	73	76	77
12	70	68	70	69	71	74	71							

ACQUIESCIENCE

T Scores

RAW SCORE	FATHER							MOTHER						
	COMBINED OVER GRADE & SEX	BOY GRADE LEVEL			GIRL GRADE LEVEL			COMBINED OVER GRADE & SEX	BOY GRADE LEVEL			GIRL GRADE LEVEL		
		0-2	3-4	5-8	K-2	3-4	5-8		0-2	3-4	5-8	K-2	3-4	5-8
1	4	3	3	4	1	8	6	2	-1	-3	3	4	1	5
2	6	5	5	5	2	9	7	3	-0	-2	4	6	3	7
3	7	6	6	6	4	10	9	5	1	-0	6	7	4	8
4	9	8	7	8	5	12	10	6	3	1	7	9	6	10
5	10	9	9	9	7	13	11	8	4	2	8	10	8	11
6	11	10	10	10	8	14	13	9	6	4	10	12	9	12
7	13	12	12	12	10	15	14	11	8	6	11	13	11	14
8	14	13	13	13	11	17	15	12	9	8	13	15	12	15
9	15	14	14	14	13	18	17	14	11	9	14	16	14	17
10	17	16	16	16	15	19	18	15	12	11	16	18	15	18
11	18	17	17	17	16	21	19	17	14	13	17	19	17	20
12	19	18	19	18	18	22	20	18	16	14	19	21	18	21
13	21	20	20	20	19	23	22	20	17	16	20	23	20	23
14	22	21	21	21	21	24	23	22	19	18	21	24	22	24

15	24	23	23	22	22	26	24	23	21	20	23	26	23	26
16	25	24	24	24	24	27	26	25	22	21	24	27	25	27
17	26	25	25	25	25	28	27	26	24	23	26	29	26	28
18	28	27	27	26	27	30	28	28	25	25	27	30	28	30
19	29	28	28	28	29	31	30	29	27	26	29	32	29	31
20	30	29	30	29	30	32	31	31	29	28	30	33	31	33
21	32	31	31	30	32	33	32	32	30	30	32	35	33	34
22	33	32	32	32	33	35	34	34	32	32	33	36	34	36
23	34	33	34	33	35	36	35	35	34	33	34	38	36	37
24	36	35	35	34	36	37	36	37	35	35	36	39	37	39
25	37	36	37	36	38	39	38	39	37	37	37	41	39	40
26	39	38	38	37	39	40	39	40	38	38	39	43	40	42
27	40	39	39	38	41	41	40	42	40	40	40	44	42	43
28	41	40	41	40	43	42	42	43	42	42	42	46	43	44
29	43	42	42	41	44	44	43	45	43	44	43	47	45	46
30	44	43	44	42	46	45	44	46	45	45	44	49	47	47
31	45	44	45	44	47	46	46	48	47	47	46	50	48	49
32	47	46	46	45	49	48	47	49	48	49	47	52	50	50
33	48	47	48	46	50	49	48	51	50	50	49	53	51	52
34	49	48	49	48	52	50	50	52	51	52	50	55	53	53

35	51	50	51	49	53	51	51	54	53	54	52	56	54	55
36	52	51	52	50	55	53	52	56	55	56	53	58	56	56
37	54	53	53	52	57	54	54	57	56	57	55	59	58	58
38	55	54	55	53	58	55	55	59	58	59	56	61	59	59
39	56	55	56	54	60	57	56	60	60	61	57	63	61	61
40	58	57	58	56	61	58	58	62	61	62	59	64	62	62
41	59	58	59	57	63	59	59	63	63	64	60	66	64	63
42	60	59	60	59	64	60	60	65	65	66	62	67	65	65
43	62	61	62	60	66	62	62	66	66	68	63	69	67	66
44	63	62	63	61	67	63	63	68	68	69	65	70	68	68
45	64	63	65	63	69	64	64	69	69	71	66	72	70	69
46	66	65	66	64	71	66	66	71	71	73	67	73	72	71
47	67	66	67	65	72	67	67	72	73	74	69	75	73	72
48	69	68	69	67	74	68	68	74	74	76	70	76	75	74
49	70	69	70	68	75	69	70	76	76	78	72	78	76	75
50	71	70	72	69	77	71	71	77	78	79	73	79	78	77
51	73	72	73	71	78	72	72	79	79	81	75	81	79	78
52	74	73	74	72	80	73	74	80	81	83	76	83	81	79
53	75	74	76	73	81	75	75	82	82	85	78	84	82	81
54	77	76	77	75	83	76	76	83	84	86	79	86	84	82
55	78	77	79	76	85	77	78	85	86	88	80	87	86	84

56	79	78	80	77	86	78	79	86	87	90	82	89	87	85
57	81	80	81	79	88	80	80	88	89	91	83	90	89	87
58	82	81	83	80	89	81	81	89	91	93	85	92	90	88
59	84	83	84	81	91	82	83	91	92	95	86	93	92	90
60	85	84	86	83	92	84	84	93	94	97	88	95	93	91
61	86	85	87	84	94	85	85	94	95	98	89	96	95	93
62	88	87	88	85	95	86	87	96	97	100	91	98	97	94
63	89	88	90	87	97	87	88	97	99	102	92	99	98	95
64	90	89	91	88	99	89	89							

ISOLATION

T-SCORES

	FATHER							MOTHER						
RAW SCORE	COMBINED OVER GRADE & SEX	BOY GRADE			GIRL LEVEL			COMBINED OVER GRADE & SEX	BOY GRADE			GIRL LEVEL		
		0-2	3-4	5-8	K-2	3-4	5-8		0-2	3-4	5-8	K-2	3-4	5-8
1	32	31	33	29	32	34	32	29	27	30	29	31	29	31
2	39	38	40	36	39	40	40	36	34	37	36	38	36	38
3	46	45	46	43	45	47	47	43	41	43	43	44	43	45
4	53	52	53	51	52	54	54	50	49	50	50	51	50	51
5	60	59	59	58	59	61	61	57	56	57	56	57	57	58
6	67	67	66	66	65	68	68	64	63	64	63	64	64	65

DEPRIVATION OF PRIVILEGES

T-Scores

	FATHER							MOTHER						
		BOY			GIRL				BOY			GIRL		
		GRADE LEVEL			GRADE LEVEL				GRADE LEVEL			GRADE LEVEL		
RAW SCORE	COMBINED OVER GRADE & SEX	0-2	3-4	5-8	K-2	3-4	5-8	COMBINED OVER GRADE & SEX	0-2	3-4	5-8	K-2	3-4	5-8
1	29	28	29	24	29	30	31	27	25	26	24	28	28	29
2	35	34	35	31	35	36	36	33	31	32	31	34	34	34
3	40	39	41	37	41	41	42	39	37	38	37	40	40	40
4	46	45	47	43	47	47	47	45	43	44	43	46	46	46
5	52	51	52	50	53	53	52	51	50	50	49	52	52	51
6	58	57	58	56	59	58	58	57	56	56	55	58	58	57
7	63	62	64	62	65	64	63	63	62	62	61	64	64	63

USE OF REWARDS

T-Scores

	FATHER							MOTHER						
	COMBINED OVER GRADE & SEX	BOY GRADE			GIRL LEVEL			COMBINED OVER GRADE & SEX	BOY GRADE			GIRL LEVEL		
		0-2	3-4	5-8	K-2	3-4	5-8		0-2	3-4	5-8	K-2	3-4	5-8
1	36	35	35	34	36	36	37	36	35	36	36	37	36	37
2	43	42	42	40	44	43	43	43	42	43	43	43	43	44
3	50	49	50	47	51	50	50	50	49	51	50	50	50	52
4	57	56	58	54	59	57	56	57	55	58	56	56	57	59
5	64	63	66	60	66	64	63	64	62	65	63	63	65	66
6	71	70	74	67	74	71	69	71	69	72	70	70	72	74

USE OF VISIBLE SUFFERING

T-SCORES

	FATHER							MOTHER						
		BOY			GIRL				BOY			GIRL		
		GRADE			LEVEL				GRADE			LEVEL		
RAW SCORE	COMBINED OVER GRADE & SEX	0-2	3-4	5-8	K-2	3-4	5-8	COMBINED OVER GRADE & SEX	0-2	3-4	5-8	K-2	3-4	5-8
1	35	34	36	31	37	36	34	31	30	31	28	31	32	31
2	42	42	44	39	43	42	40	37	37	38	36	37	38	38
3	49	49	51	46	50	49	47	44	43	44	43	44	45	44
4	56	57	59	54	56	55	54	51	50	51	51	50	51	50
5	63	65	67	62	63	61	61	57	57	58	58	57	58	57
6	70	72	74	69	70	67	67	64	64	65	66	63	64	63
7	76	80	82	77	76	73	74	71	71	71	73	70	71	69
8	83	88	90	85	83	79	81	77	77	78	81	76	77	76
9	90	95	97	92	89	85	87	84	84	85	89	83	83	82
10								91	91	92	96	89	90	88

DEMONSTRATIVE AFFECTION

T-SCORES

RAW SCORE	FATHER							MOTHER						
	COMBINED OVER GRADE & SEX	BOY GRADE			GIRL LEVEL			COMBINED OVER GRADE & SEX	BOY GRADE			GIRL LEVEL		
		0-2	3-4	5-8	K-2	3-4	5-8		0-2	3-4	5-8	K-2	3-4	5-8
1	30	27	31	33	28	28	30	20	19	21	22	17	21	20
2	34	32	36	37	32	33	35	25	24	26	27	22	26	25
3	39	37	41	42	37	38	39	30	29	31	31	28	31	30
4	44	42	45	46	41	43	44	35	34	36	36	33	35	35
5	48	47	50	51	46	48	49	40	38	40	41	38	40	40
6	53	53	54	55	50	52	54	44	43	45	46	43	44	45
7	58	58	59	60	55	57	59	49	48	50	50	48	49	50
8	62	63	63	64	59	62	63	54	53	54	55	53	53	55
9	67	68	68	68	63	67	68	59	58	59	60	58	58	60
10								64	62	64	65	63	63	64

FATHER PARTICIPATION IN CHILD CARE

T-SCORES

	FATHER							MOTHER						
RAW SCORE	COMBINED OVER GRADE & SEX	BOY GRADE			GIRL LEVEL			COMBINED OVER GRADE & SEX	BOY GRADE			GIRL LEVEL		
		0-2	3-4	5-8	K-2	3-4	5-8		0-2	3-4	5-8	K-2	3-4	5-8
1	22	20	20	20	24	21	24							
2	25	24	24	24	27	25	28							
3	29	28	28	28	31	29	31							
4	33	32	32	32	35	32	35							
5	37	36	36	36	38	36	38							
6	41	40	39	40	42	40	42							
7	44	43	43	44	45	44	46							
8	48	47	47	48	49	48	49							
9	52	51	51	53	53	52	53							
10	56	55	55	57	56	56	56							
11	60	59	59	61	60	60	60							